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ABSTRACT

This document details a symposium that brought together U.S., Canadian, and European experts, college leaders, and policy makers for an "International Dialogue on Community Colleges in a Changing World." Discussion centered on the following four topics: (1) Community colleges are the largest source of postsecondary education for immigrants and bear some responsibility for building social capital in their communities. Colleges can be catalysts for positive change; (2) Most community colleges offer non-credit, short-term training for employees often called workforce development. There is increasing reason to link this training to credit hours, which accrue toward formal qualifications and degrees. Some states and countries are beginning to implement this marriage between credit and non-credit systems; (3) With increasing demand for private vendor certifications and efforts to track students' competencies instead of classroom time, will both the credit and the non-credit systems become obsolete? The U.K. and one U.S. online university have already implemented competency-based qualification systems; and (4) As aspirations and demands for educational qualifications arise, some colleges in the U.S. and Canada are considering adding applied bachelors' degrees to their pre-baccalaureate education. There is some fear that this might undermine the open access and economic responsiveness that make community colleges effective today. Symposium agenda is appended. (CB)

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An International Dialogue on Community Colleges in A Changing World

New Orleans Jam Session

The Fairmont Hotel

January 8-9, 2002

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Conference organized by
Delgado Community College and RTS

TRANS-ATLANTIC TECHNOLOGY and TRAINING ALLIANCE

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Chris Potter of Southern Media Design & Production produced the conference brochure.

Sue Soltis at RTS was responsible for all of the meeting preparation and logistics. Iva Bergeron at Delgado Community College expertly handled all of the on-site arrangements and registrations for the event.

Sarah Butzen and Sue Soltis at RTS contributed to writing the symposium report, and Sue Soltis copy-edited and designed it.

Stuart Rosenfeld
Cynthia Liston
May 2002

Trans-Atlantic Technology and Training Alliance

This symposium was organized under the auspices of the Trans-Atlantic Technology and Training Alliance (TA3).

The TA3 is a membership consortium of leading community and technical colleges in the U.S., Europe, and South Africa that promotes community colleges' efforts to support their regional economies, and promotes the value and importance of a global perspective on community college missions.

The TA3's mission is to support learning, innovation and exchange among institutions offering pre-baccalaureate technical education, to promote policies and research that support their ability to be effective leaders in regional economic development, and to disseminate lessons learned.

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Setting the Stage

Many of the challenges facing educational institutions and state systems are common not only across the United States but also in industrialized nations around the world. In January 2002, the Trans-Atlantic Technology and Training Alliance, managed by Regional Technology Strategies in the U.S. and Denmark's CIRIUS in Europe, convened, together with Delgado Community College, an international dialogue at the Fairmont Hotel in New Orleans to discuss some of the pressing issues community and technical colleges face today. The objective was an interactive learning environment in which participants could learn about and discuss innovative practices and gain ideas to take back home to build more effective educational systems that reach more people.

Two-year colleges in the United States must juggle multiple missions while achieving high standards and staying connected to the education and workforce needs of their local economy.

Community and technical colleges in industrialized countries have proven themselves invaluable contributors to their regions' economies. The roles they play are many: education for the emerging workforce and entrepreneurs; skill upgrading for existing workers; training for those seeking opportunities in a new career; customized training for firms; and technical information and support for businesses.

Two-year colleges in the United States must juggle these multiple missions while achieving high standards and staying connected to the education and workforce needs of their local economy. Counterparts to U.S. community colleges in other countries face similar issues as they strive to attract quality students and stay current with the education and training needs for technicians in their economies.

The symposium brought together U.S., Canadian, and European experts in four panels and three "benchmark practice" breakout sessions. Symposium participants comprised community college leaders and policy makers from the U.S., Ireland, Denmark, England, Scotland, Austria, and South Africa.

In order to encourage dialogue rather than speeches, organizers asked each panelist, led by a moderator, to make brief opening remarks after which the moderator took responses and questions from the audience. A synopsis of each session follows.

Summary of Discussion Points

- Community colleges are the largest source of post-secondary education for immigrants and bear some responsibility to building social capital in their communities. To the extent that community colleges embrace a mission to strengthen community, trust, and cultural understanding, they can be catalysts for positive change and gain more regional support.

Community colleges stand to gain more regional support and recognition if they embrace social challenges, along with educational and economic missions.

- Most community colleges are responsive to the needs of employers and local economies, offering non-credit, flexible, short-term training for employees, or "workforce development." There is increasing reason to link more of this training to "credit hours" that would accrue toward formal qualifications and allow students to build toward certificates and degrees. Some states, such Florida and Kentucky, already are implementing a marriage between non-credit and credit systems that preserves the benefits of both. Ireland also has also adopted this approach.

- Credit hours remain the main currency of the U.S. educational system. But with increasing demand for private vendor certifications, industry skill standards, and efforts to track students' competencies instead of classroom time, will both the credit and non-credit systems become obsolete? The U.K. implemented a modular competency-based vocational qualifications system in the 1990s, conferred both by educational institutions and in the workplace through certified employers. The U.S. Western Governors' Association's on-line university is completely competency-based.

- As students' and parents' aspirations and employers' demands for educational qualifications rise, colleges that had offered only pre-baccalaureate education are beginning to consider adding applied bachelors' degrees. Arkansas, Florida, Nevada, and Canada are testing this model. In Europe, Finland, Ireland, Austria, and Germany already have "middle" level technical institutions that teach more advanced technical skills and higher education confer baccalaureates and higher. Some fear that this might shift college priorities more toward research and publishing and undermine the open access and economic responsiveness that make community colleges effective today.

Session I: Responding to the New Competition

Moderator: ***Phyllis Eisen****, The National Association of Manufacturers and the Center for Workforce Excellence*
Panelists:
Edward Prosser*, Regional Director, University for Industry, London*
Peter Joyce*, Workforce Development Manager, Cisco Systems*
Hanne Shapiro*, Manager, Competence and IT, Danish Technology Institute*
Tom Bailey*, Executive Director, Community College Research Center, Columbia University*

In a rush to make sure they are not left out of the game, many community colleges have quickly entered distance education markets, sometimes leaping before looking.

From online universities to proprietary technical institutes and corporate universities, the landscape of higher education has widened significantly in recent years. In a rush to make sure they are not left out of the game, many community colleges have quickly entered distance education markets, sometimes leaping before looking. On one hand, there's the fear that a "killer application" or "killer content" (Disney meets Microsoft) might come along and blow any competition, including community colleges, out of the water by achieving national or even international dominance. Meanwhile others at community colleges have misgivings about the quality of new entrants into the education market and the resulting educational outcomes for students.

How should community colleges adjust to the growing competition from new education sources? And what is the impact of the growing value placed on private certifications in fields like IT that some say are supplanting the traditional credit system? What are the market niches for community colleges? How do the new education sources serve low/middle income populations? These are the questions presented to the panelists and the audience.

Opening Statements

Moderator **Phyllis Eisen** opened by describing a survey that the National Association of Manufacturers recently sent to its 14,000 members on sources of training for the manufacturing workforce. The majority of respondents reported that their own business associations are beginning to rival community

colleges as suppliers of training; whereas community colleges used to be number one by a wide margin. At this point, the associations have built up extensive on-the-job training and other training offerings and are now serious competitors with the community colleges.

Eisen, in fact, told audience members that competition "is the lifeblood for all of us." The training field is rapidly changing and growing on all sides as employers' needs change faster than ever. She noted: "Despite ten years of investment from businesses, every U.S. region is reporting serious to critical shortages of skilled workers." (See survey at http://www.nam.org/.) The average age of a machine tool operator, for example, is fifty-seven. If such trends continue, eventually the U.S. will not be able to compete globally.

"... every U.S. region is reporting serious to critical shortages of skilled workers."

Edward Prosser is Regional Director at the University for Industry which grew out of the U.K. government's ambition for the country to become a player in e-learning. The U.K. educational system could not respond to this ambition; its individual colleges had no capacity to handle an e-learning initiative, so the system had to re-engineer itself. The government appropriated substantial funds for this purpose and created an organization called **learndirect** in order to install the technological capacity and to develop staff skills for e-learning. Its purpose is to address the problems of disadvantaged and disaffected learners, using e-learning to reach the "hard-to-reach." At first the U.K. colleges were resistant to the new organization, which they viewed as competition. Now, the colleges see **learndirect** not as an independent institution but as a partner. **learndirect** is currently working through 70 different college partnerships. The lesson: Government dollars can break the mold, taking the market to a new level, and can make the crucial difference in a stagnating market—in this case for e-learning tools.

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Cisco Systems, according to **Peter Joyce,** relies on a business model that leverages an "ecosystem." Cisco develops relationships based on the core strengths of its various partners. In the area of training, Cisco uses the same model. Cisco's training partners have traditionally been "certified training companies." In an attempt to broaden the availability of training, Cisco launched the Cisco Networking Academy program, providing industry-standardized training through non-profit partners such as K-12 school districts, community colleges, universities, and non-profit organizations. The only differentiator is the cost (training is more expensive through certified companies) and time of instruction (non-profits are

restricted to a longer training period). Cisco now supports over 9,500 Networking Academies in 140 countries. Training through these academies is not meant to be competitive. partners are encouraged to leverage their respective resources for the benefit of students.

Unfortunately, the components of the U.S. education and training system do not operate as an ecosystem. The truth, Joyce told the audience, is that the U.S. doesn't have a system workforce development system. The system is fragmented, with imperfectly developed relationships and partnerships among various elements. A cohesive workforce development system would require:

1) Nationally accepted *certifications* that benchmark the workforce training that's being delivered. Cisco's certifications are a model—the company supports academies in a range of educational venues and locations, but they all teach the same content and evaluate using the same materials. This levels the playing field between affluent and less affluent communities because the outcome (the certification) is accepted no matter what educational institution it comes from.
2) *Workplace learning* so that employees can transfer classroom skills to their working context. This contextual learning is critical, and it's what fills the pipeline of the future workforce.
3) *Multiple training modalities* (competition) to accommodate learning anywhere, anytime.
4) *A flexible system* with multiple entry and exit points.

Tom Bailey reported on one study he recently worked on that compared community colleges to for-profit proprietary schools, and another for the U.S. National Assessment of Vocational Education of non-credit education (courses not offered through accredited programs at colleges and that do not build toward a formal qualification). He noted that among researchers there is a tendency to cite "declining competitiveness" as a looming threat to spur reform and to predict that America will become a "second-class country" if it does not invest in its workforce. This can be an effective tactic. Without it, for example, the Congress likely would not have passed the School-to-Work Opportunity Act. Dire predictions, however, can come back to haunt workforce advocates, as is evidenced by the collapse of the school-to-work movement after the U.S. economy

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improved. Exaggerating threats to competitiveness thus can be a double-edged sword.

In his study that compared community colleges to for-profit proprietary technical colleges, the original concern was that for-profits would overwhelm community colleges by competing for and winning many of the community colleges' target clients. Bailey found that the most growth in the proprietary school category took place among four-year schools, not two-year ones. Community colleges, partially for this reason, did not generally identify proprietary schools as their chief competition (even though most four-year proprietary schools offer two-year degrees as well).

Still, the proprietary schools use pedagogical approaches from which community colleges can learn. For instance, most of them focus on incorporating practical applications of learning and give students hands-on, applied learning opportunities through learning labs before introducing them to theory. The proprietary schools also offer more intensive and more focused career services than the community colleges; they can do this because they aren't required to serve the many functions of community colleges. Additionally, the proprietary schools have a greater emphasis on marketing. Community colleges must consider, in the context of the many services they are obligated to provide, how to replicate aspects of proprietary colleges' impact.

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Hanne Shapiro picked up on Peter Joyce's discussion by noting that at her institution they have had to learn to love their partners, as do all institutions of learning. While partners are always looking for a piece of the pie, they each also have their own core competencies. Entrepreneurs do not often say that they have a training need. Instead, they say they have a "business problem," which usually turns out to involve several training components. One college alone can't handle all these problems; it will go bust trying to do everything itself, which is where different partners and their different core competencies come in. By forming learning networks and making use of IT capacities that provide flexibility, colleges can go further together than they possibly can alone. In fact, learning networks could be taken another step and become cluster-focused. An audience member remarked that cooperation among colleges is especially important when it comes to establishing career pathways from high school onward, particularly in traditional industries that remain unattractive to students if no pathway is made clear. Cooperation among colleges is essential to create and reinforce these pathways.

Audience Discussion and Responses

Question: What lessons can be learned from proprietary schools?

Response: One of the original questions behind our research was "given that they charge so much, why are proprietary school so successful, even with the same target market as community colleges?" The hands-on learning that proprietary schools offer was accorded a high value, the study found. By putting lab work before theoretical work, proprietary schools give students active exposure to their fields and put all the rest of their learning in this applied context (Bailey).

Comments: A for-profit school's ownership of its curriculum and target market is a key element of what makes it run differently. Because its curriculum is owned and controlled not by the state but by the school itself, it can work closely with industry to make the curriculum conform to industry standards and employer needs. Further, the school is entirely responsible for getting students in the door. Each day it sees the results of its own marketing strategies and adjusts them accordingly. The brevity of the programs also attracts students. Without general education requirements, students have more leeway to design short, intensive programs.

Community colleges are different. While they do have a responsibility to industry, they also have a responsibility to individuals and to society as a whole, as one respondent noted. Societal needs impose more restrictions on community colleges, making it hard for them to imitate aspects of proprietary schools. In fulfilling their responsibilities to society, community colleges must develop in students the capacity to repeatedly re-learn, to update and upgrade their skills. Community colleges provide students with the core skills that serve as a basis for this learning, while proprietary schools that fail to include these core skills as part of their curriculum are selling students short. A recent National Association of Manufacturers survey found that employers saw a persistent lack of core and employability skills among their employees.

Community colleges must develop in students the capacity to repeatedly re-learn; proprietary schools that fail to include core skills as part of their curriculum are selling students short.

Response: Often students try to avoid the general education classes, so it is easy to see why some institutions decide not to offer them, or at least make it easier for students to avoid them (Bailey).

Question: Why can't colleges provide a range of options, in order to serve the markets that don't want general education? Can't they standardize workforce-only education through certifications?

Responses: The process of developing standards and certifications with employers is often slow, especially if all learning has to be overseen by a national agency (Prosser). Although we often think of training as a linear choice between community colleges and proprietary schools, there are a wide variety of training options available (Joyce).

Question: How can basic skills remediation be delivered via e-learning? Because of digital divide and access issues, don't disadvantaged populations need more support services before they can be served through e-learning?

Response: Initially there was a great deal of resistance from educators to using e-learning for basic skills. They asserted that it was not possible to teach literacy over a computer. Low-confidence learners, however, are more comfortable working one-on-one on a computer than exposing themselves in a classroom. It is an expensive undertaking, but to help defray the costs, the University of Industry is recruiting outreach organizations which it pays, to explain the **learndirect** offer to potential learners (Prosser).

One way that the Danish Technology Institute is trying to deliver cost-effective remedial learning is by offering it right in the workplace and then recruiting employees to act as mentors to colleagues who need help with basic skills.

Response: E-learning is usually not cheaper than other methods, but may be more effective. One way that her organization in Denmark is trying to deliver cost-effective remedial learning is by offering it right in the workplace and then recruiting employees to act as mentors to colleagues who need help with basic skills (Shapiro).

Comment: In one community college's very rural service area, they created a wireless lab that travels along with instructors to remote areas of the district that would not be served otherwise.

Question: How is non-credit education best used? In Ireland, for instance, the National Quality Authority allows learners to request credit for any training they receive. But how can quality and standards be maintained without some sort of system to determine what kind of credit can be given?

Response: Many of the courses at the University for Industry are non-credit as well, what's needed is a national mapping system of credit and non-credit education and training. Through this system, a student would track a non-credit course

against a credit course to determine how to get credit later (Prosser). In the United States, colleges and other training institutions have not paid enough attention to creating standards and certifications (Joyce).

Question: Without standards, how do individuals make decisions about what kind of education and training to pursue?

Response: In a market economy, the market makes the decision. Learners look to industry and ask "what do you need and expect?" Then they use that information to select a field for education and training (Eisen).

Follow-up: How does the market get and communicate that information? That is, how does it know what it needs, and how does it make sure learners and institutions know as well?

Response: In the UK, career advising is a regulated profession, which provides one avenue for communicating industry needs (Prosser).

Comments: The issue is not so much whether career and learning advising is available, as whether it is accessible. Such services tend to be expensive, and low-wage workers have no access to guidance about education and training.

Information flow about industry needs tends to be informal, and it is not clear how well this works. The networks that communicate information tend to favor the well connected (Bailey).

Denmark has a tripartite system made up of business, educators, and business associations. Associations help disseminate information to small businesses, which are disadvantaged when it comes to participating in discussions about industry needs and standards (Shapiro).

Concluding Remarks: We ought to be skeptical of those who say they have the "answers." In reality, the greatest determinant of hiring and advancement is experience, and one of workforce training and education providers' greatest challenges is to help individuals breach that wall (Joyce).

Session II: Facilitating Learning and Innovation

Moderator: ***Evelyn Ganzglass****, National Governors' Association, Washington, D.C.*
Panelists:
Roland Oesturlund*, General Minister of Education, Denmark*
Kris Kimel*, President, Kentucky Science and Technology Council*
Gavin Dykes*, Head of Business Management and IT, NESCOT, United Kingdom*
Ken Breeden*, Commissioner, Georgia Department of Technical and Adult Education*

Research has shown that faculty at community and technical colleges are often isolated and too overloaded to share with and learn from their peers, including those on their own campuses, let alone with similar faculty from other colleges. The result is that many, if not most, colleges are insular in their programs and approaches. This problem is exacerbated among institutions in underserved areas such as rural outposts and inner cities because of even fewer resources.

Innovation itself can be seen as an extension of this communications issue. Just as the business world talks about the value of "learning companies" where the exchange of ideas among employees takes place freely, frequently and with rewards, perhaps it is time to talk about "learning colleges," where faculty and students have avenues to pursue new ideas and constantly update with input from many sources. The intent is to create a better learning environment and more qualified graduates.

Just as the business world talks about the value of "learning companies" where the exchange of ideas among employees takes place freely and frequently, perhaps it is time to talk about "learning colleges," where faculty and students have avenues to pursue new ideas.

The questions posed to the panelists prior to the session were wide ranging: How do faculty and administrators at colleges learn and where do they get their ideas? Do collective activities spur innovation and creativity? With the changing nature of work and frequency of career changes, how specialized should credentials be? Should the colleges themselves specialize? How can we create a culture of innovation on campus?

Opening Statements

Roland Oesturlund explained that the Danish system sponsors an "innovation fund" competition every year to spur colleges to develop new ideas and approaches. Oesturlund is

head of vocational education in Denmark, a country about the size of an average U.S. state, with a system of 58 technical colleges. The technical colleges manage themselves and respond to the training needs of their local economy, including selling training to industry. However, they must comply with centrally issued regulations.

The intent behind the "innovation fund" is to support creativity. It is up to each college to develop proposals and set targets. Each year the ministry sets priorities to guide colleges' applications, of which it receives about three times more applications than it can fund. The funding is meant to raise the level across the board, not to offer comparative advantage for any particular college. In a recent project funded by the program, an IT platform was established that enables greater teacher access to students and a way for students to check their own educational progress. This platform has since been successfully implemented across the country.

An IT platform successfully implemented across Denmark enables greater teacher access to students and serves as a way for students to check their own educational progress.

More broadly, Oesturlund touched on the cycle of innovation, or reform and evaluation followed by a time of stability. It is his belief that the period of stability has decreased to the extent where reform should be considered continuous; the old, more static model is less relevant.

The Kentucky Science and Technology Council (KSTC) is an independent state-funded organization whose mission is, among other things, to support the state's entrepreneurial culture and infrastructure. Being a non-profit, Executive Director **Kris Kimel** noted, is a tax status, not a business strategy. "We're an idea company," he stressed. Thus, KSTC seeks to develop entrepreneurial people and entrepreneurial organizations. KSTC accomplishes its mission through planning, R&D at universities, venture capital for technical startups, and education from elementary through postsecondary. For instance, they currently have a $18-20 million grant to examine innovation practices at six schools in six different states. Kimel described entrepreneurship as the "unrestrained pursuit resulting in innovation." KCTS is planning to host the worldwide Idea Festival in Kentucky in the fall (www.ideafestival.com).

Gavin Dykes comes from a college in the further education college system (similar to U.S. community colleges) in the United Kingdom that is working to create a "structure of freedom" within the institution that supports innovation. "The core ideology (of a college) shouldn't change, but everything else can," he said.

All innovation is good, Dykes stated. People are set free when they understand directions for innovation, but it's important not to tie people down so hard that they cannot innovate. Informal connections should therefore be promoted and stressed. In his work, he has come to the conclusion that we should pay attention to the student first and the course second; this gets to the core of motivation. Dykes pointed to the example of blended learning, such as CISCO training programs that combine practical and group work. He is also looking toward implementing "painless capture" of information, such as in Cisco's Network Academy program, where capture happens online, leading to faster and more effective innovation.

Meanwhile, in Georgia, 80 percent of credit programs at the state's technical colleges have been created in the last ten years. Half were created in the last five years. Non-credit courses are changing even faster at these institutions. **Kenneth Breeden**, commissioner of the state's technical college system, said this rapid adoption and revision of courses is because of a relentless drive to keep programs current and thus innovative. To do this, the system operates under these business principals: (1) do not grant tenure; (2) bring business leaders in on decision-making through local boards selected by the state system; and (3) package programs to meet customers' needs, with the customer being both the student and the employer. Breeden said the system drives standards, which engenders innovation at the college level as they respond to meet the standards.

Ken Breeden said Georgia's technical college system drives standards, which engenders innovation at the college level as faculty responds to meet the standards.

Audience Discussion and Responses

Question: What it is about the structure of credit-bearing courses and programs at colleges that seems to slow innovation?

Responses: There are two different markets in the U.S.—non-credit programs typically are not funded by government and are by definition customer-responsive. Credit programs, which are left up to faculty, change less frequently because they are entrenched. Transitions from non-credit courses to a credit track often are not made.

It doesn't matter whether students take credit or non-credit courses. It's the skills that employers need that count most and the jobs that people can find that are based on their training (Breeden). On the other hand (an audience member pointed

out), credit is still the currency for colleges and universities, and statistics show that degrees (thus credit-bearing courses since they are the building blocks for degrees) do matter because they result in higher lifetime earnings.

In Kentucky, the newly restructured community and technical college system takes the approach that everything they teach should be for credit and standardized. Ireland's new qualifications framework has also eliminated the distinction between credit and non-credit in favor of making everything credit bearing and progressive toward both further and higher education (Bird).

In Kentucky, the newly restructured community and technical college system takes the approach that everything they teach should be for credit and standardized. Ireland's new qualifications framework has also eliminated the duality of credit and non-credit.

Linked to this issue is the concept of electronic transcripts and portfolios, with their emphasis on competencies and skill rather than degrees and courses, and other non-traditional ways to document student success. Perhaps we should not be debating credit versus non-credit because both are out of date, one respondent suggested. The audience agreed.

Question: How can community colleges provide opportunities for faculty to learn about new ideas, considering innovation takes time and requires the chance?

Response: Colleges should encourage pilot or demonstration projects that touch everyone in the school or institution; develop projects in partnership with industry; and finally, find ways to "jump the curb," that is, to infuse innovation and be responsive.

Session III: Increasing Diversity Among Learners

Moderator: ***Keith Bird****, Chancellor, Kentucky community & Technical College System*
Panelists:
Deidra Lewis*, Vice Chancellor*
Chicago Community College System
Linda McTavish*, Principal, Anniesland College, Glasgow, Scotland*
Badi Foster*, President, Phelps Stokes Fund*
Bruce Leslie*, Chancellor, Houston Community College System*

In U.S. community colleges, non-white students make up more than 30 percent of enrollments, according to the American Association of Community College, and are the fastest growing student segment. First generation college students are more likely to enter a community college than a four-year university. Successive waves of new immigrants going back to the late 19th century have conditioned some regions, such as the nation's largest cities and border states. But today a large number of immigrants are settling in areas relatively unaccustomed to serving new populations, such as the rural South and the Midwest. Communities grappling with meeting immigrants' needs must re-think everything from health care to social services, not to mention working to make sure the immigrants' cultures enrich rather than divide the local culture.

Today a large number of immigrants are settling in areas relatively unaccustomed to serving new populations, such as the rural South and the Midwest.

This panel was presented with the following questions: What can regions new to serving immigrants learn from those that have a long tradition of a diverse population? How can colleges more effectively meet the needs of first generation populations?

Opening Statements

Deidra Lewis at the City Colleges of Chicago (CCC), said one of the greatest challenges they face is providing developmental, or remedial, education. The need is large because so many of their students are immigrants or are a product of Chicago's poor public schools. But it is difficult to get funding for developmental education from local sources because of the public bias against it. Critics argue developmental education amounts to paying for the same education twice, once in high school and again in the community college system.

The CCC system is immense, with 160,000 students of whom 80 percent are minority and 54 percent attend part-time. The average age of a CCC student is 29, and the average salary of a credit student is $16,000. Research shows that graduates of the college's vocational programs and associate degree programs realize dramatic wage increases, so there is tremendous value when students complete programs. However, because of the deficiencies that students bring (many of them test below college levels in English and math and need considerable coursework before they can even begin to accrue credit toward a degree), retention is a problem. Lewis points to the need for comprehensive programs that combine basic education needs, such as literacy or English as a Second Language (ESL), with a technical or vocational component that engages students and makes them more likely to continue their studies.

Lewis points to the need for comprehensive programs that combine basic education needs (such as literacy or English as a Second Language, ESL) with a technical or vocational component.

One approach that CCC is trying is a vocational form of ESL that teaches English contextually by applying it in a given workplace. Students can learn technical and vocational content while simultaneously learning English speaking and writing skills. The challenge is to get the legislature to fund programs like this, and therefore there is a need to examine programs' outcomes at the micro and macro level in order to show both individual and community-wide impact.

Houston's community college system has 16 locations, some of which have easily accessible outreach campuses located in places such as former retail stores. Houston has a large and growing immigrant population, mainly Asians and Latinos. The community college system, under Chancellor **Bruce Leslie**, has worked hard to develop positive relationships with these communities and with the organizations that serve them; one indication of success is that the college was the first American educational institution to be invited to Vietnam since the Vietnam War.

To serve immigrants, the colleges provide easy access to ESL classes, Graduation Equivalent Diploma classes (for high school drop outs), and other basic education courses. "Easy access" means that the classes are free, and that they take place in the immigrant's own communities. If there isn't a campus located near an immigrant neighborhood, the college arranges a convenient location. The college offers ongoing developmental classes, a short-term workforce certificate, and case managers who offer students more individual attention such as guidance during job searches. Through its Institute for Excellence, the college also provides opportunities for students

to develop life skills, job readiness, and employability skills. There's also an intensive English immersion class, though many immigrants have difficulty participating in it because of their need to work at least part-time immediately upon arriving in the United States.

To serve immigrants, Houston's Community College System provides easy access to ESL classes, GED classes, and other basic education courses... in the immigrant's own communities.

Texas recently launched a statewide initiative to get more students into higher education. This will require the Houston Community College System to roughly double in size. The rapid growth will mean that the system will have to depend even more on cultivating a diverse faculty and maintaining strong partnerships with local firms that are eager to sell to diverse communities.

Linda McTavish explained to the audience how Anniesland College serves the many poor residents of the inner city of Glasgow. Its diversity challenges include not just different ethnicities and nationalities but also socioeconomic differences. A small, further education college, Anniesland is located in an area that has seen a declining overall population but an increasing immigrant population.

Many immigrants are asylum-seekers and victims of torture, McTavish said. Though immigration to the United Kingdom is controlled by London, its effects are strongly felt in Scotland. Because the immigration policy makers are far from the effects of immigration, they don't predict what adjustments will be necessary to absorb incoming immigrants. Consequently, education policy makers did not have the information to react in time to the increasing waves of immigration, and didn't allocate funding to help institutions like colleges deal with the influx of immigrants. The only way to achieve meaningful change is for policy makers to listen to practitioners who know what is happening on the ground, McTavish emphasized.

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Anniesland College also offers an innovative program for immigrants with degrees. The Anniesland area was experiencing a shortage of doctors, so Anniesland created a program for foreign doctors to help them gain the certifications to practice. This aids the immigrants and helps meet a community need at the same time. The most important lessons that they've learned in trying to serve the immigrant populations are that the college must work *with* the immigrant communities and respect them, and that colleges need to be champions of these issues and present the realities to policymakers.

McTavish pointed out that the best thing Scotland has going for its economy is it's people, including its immigrants, not its

location or resources. The country must invest in skills, education, and lifelong learning. Possessing more than one language is a major asset, so when immigrants learn English, they are in a position to make a real contribution to the local economy.

Badi Foster, president of Phelps-Stokes Fund (the oldest continuously operating foundation in the U.S. that focuses on the needs of African-Americans, American Indians, and the rural and urban poor) said that the fundamental question those involved in community colleges should ask themselves is: What should institutions and funders be doing? The City College of Chicago, he suggested, should focus on its role in creating community and social capital. Someone at the college needs to step forward and say, "This college has another role to play in addition to classroom education—that of building a civic structure that allows citizens to connect and learn from one another so that our social fabric is stronger." Without this level of advocacy about the importance of what you are doing, Foster said, you will never get the adequate funds you need from government and non-government sources.

Someone at the college needs to step forward and say, "This college has another role to play in addition to education — that of building a civic structure that allows citizens to connect and learn from one another so that our social fabric is stronger."

Community colleges need to review their missions and structures. Foster suggested you must constantly ask, "Who are we serving, what are we doing for them, and why?" In many cases, institutions and governments already have an immigration policy. What they don't have is a *policy for immigrants*. To really be able to work with a diverse population, colleges need faculty and staff who can address and welcome new people, who can say "hello" to a stranger with warmth. If you can develop ways to address the needs of immigrants who are degreed and who are professionals, then you will be creating intellectual capital for your communities.

Foster further noted that the events of September 11th have changed the landscape. Now more than ever, there is a need for courageous, bright community college leaders to define what security means in the 21st century, and what the role of community colleges can be. These college leaders must elevate the discussion on how to mobilize our assets.

"It is also time we all acknowledged that reform in K-12 education won't work if there aren't adults with living-wage jobs in children's lives. It's time to think about wealth creation as a way to address these larger problems," Foster said.

Audience Discussion and Responses

Question: There is an impending public policy crisis for community colleges, regarding their open-door policies. Colleges are facing drastic budget cuts at the same that they are trying to deal with growing numbers of high school graduates and growing numbers of unemployed with needs for training. Many legislatures and college systems are now questioning their investments in remediation while we're in this crisis. How do we deal with the open door policy in this new budgetary context?

Colleges are facing drastic budget cuts at the same that they are trying to deal with growing numbers of high school graduates and growing numbers of unemployed with needs for training.

Response: "Often the challenge is not the actual amount of funds. It's getting them out of their silos." There are several accountability questions that colleges must ask when determining how they can best spend their scarce resources: (1) Are students more prepared for post-secondary education? (2) Are students more successful in their chosen fields? (3) Are more students enrolling in the college? (4) Are students more prepared for life and work? (5) Are communities benefiting? Without a positive response to this last question, in particular, all the rest do not matter. Community colleges ultimately need to be investing in people and strengthening their communities (Bird).

The Chancellor of the City Colleges of Chicago believes that some post-secondary education must be available to every high school graduate. He wants CCC to be a leader in raising academic standards. To promote this goal, CCC is working with public schools and four-year colleges to align courses and standards. CCC has articulated courses to facilitate transitions between secondary school and City College, and between City College and higher education (Lewis).

Question: Throughout the history of vocational education, its basis has been preparation for living-wage jobs. What can community colleges do to help develop the demand side of the labor market, to promote better jobs?

Response: City Colleges of Chicago are primarily working on raising individuals' skill levels, but before they focus on a program that develops specific skills, they make sure that jobs exist in that field (Lewis).

Firms don't spontaneously decide to create higher-wage jobs. However, they do consistently say that they can't find skilled

workers. If community colleges give them the skilled workers they need, industry will create the jobs and the wages to absorb them. It is crucial that faculty be involved in this process of communicating with and developing relationships with industry. For example, one faculty member in the Houston Community College System formed a relationship with the area's process control firms, and it now offers internships on drilling platforms to HCCS students (Leslie).

Where is the *community* in community colleges if all you do is vocational education? Colleges need the leadership and moral vision to say to business leaders that low-wage jobs are not how you create wealth in a community (Foster).

Question: In many areas, teachers' unions are very strong and can be resistant to change. How can college administrators persuade faculty that addressing the needs of immigrant populations is important, and help them be more confident in dealing with different populations?

Responses: Some faculty members are already leaders, and colleges can use them to help nurture new and adjunct faculty (Lewis). Community colleges train everyone but themselves; they often neglect faculty and staff development. A two-way staff development structure that makes use of the abilities of mentors can be beneficial for both sides. Furthermore, colleges should get their faculty more involved with business and industry. This gives them opportunities for interaction with people outside the college structure, which benefits not only the workforce trainers and educators but the liberal arts faculty (Leslie).

Community colleges train everyone but themselves; they often neglect faculty and staff development. A two-way staff development structure that makes use of the abilities of mentors can be beneficial for both sides.

"What [directed to audience] are you doing to develop yourself?" What colleges need to do is get its leaders to develop themselves and then share their experiences with their faculty and staff—not only what they've learned, but also their fears (Foster).

In Glasgow, all the colleges work with disadvantaged populations. They emphasize skill development of their faculty and staff for working with such groups. They hold special training sessions for staff and faculty on community outreach, because outreach is the most important way for the college to establish relationships with immigrant groups. The British government has opened up the system and made it more flexible so that some communities can run their own outreach programs to access local population. The colleges partner with local organizations and tailor their programs to specific local

populations. This works best when the outreach staff are able to help build a sense of community among immigrant groups (McTavish).

Concluding Remarks: It's time for all colleges to look to the higher purposes of why they are here and the responsibility they have in some of the larger issues we as a society face (Bird).

Session IV: Raising the Bar to Meet Rising Aspirations

Moderator: ***Greg O'Brien****, Chancellor, University of New Orleans*
Panelists: ***Eamon Tuffy****, Head of Development and External Services, Institute of Technology-Tallaght, Dublin, Ireland*
Michael Skolnik*, William G. Davis Chair in Community College Leadership, Ontario Studies in Education of the University of Toronto, Canada*
Anthony Carnevale*, Vice President, Educational Testing Service, Washington, DC*
Katherine Boswell*, Director, Center of Community College Policy, Education Commission of the States, Denver, Colorado*

In the U.S., parents often encourage their children to attend four-year colleges because of the higher status accorded to baccalaureate degrees compared to a two-year associate's degree and because a baccalaureate degree leads to higher lifetime earnings. However about a quarter of students starting four-year institutions never complete their degree, leaving students with few marketable skills and employers without skilled technicians. Similarly, vocational and technical programs in Europe have been struggling for years to attract students. From employers' perspectives, advanced computer-driven machinery and modern manufacturing and quality control processes require higher level thinking and problem-solving abilities among technicians compared to previous generations. In countries such as Ireland and Finland, the response to this issue has been to allow technical educational institutions that previously offered two and three year qualifications to confer applied baccalaureate degrees in order to attract more students and produce higher caliber graduates.

From employers' perspectives, advanced computer-driven machinery and modern manufacturing and quality control processes require higher level thinking and problem-solving abilities among technicians compared to previous generations.

But is this the right solution? Should community colleges remain providers of only pre-baccalaureate credentials or begin to offer selected applied baccalaureate degrees? What does this do to the community college mission? What would this mean for at-risk populations? These are the questions posed to the session's panelists.

Opening Statements

The Irish government renamed the country's 13 Regional Technology Colleges Institutes of Technology in the mid-1990s and upgraded them by enabling individual institutes to confer

qualifications ranging from one-year certificates to three-year National Diplomas. The institutes undertake research and development (R & D), though of a more applied nature than the Irish universities. **Eamon Tuffy** from the Institute of Technology-Tallaght said the transformation of Ireland's technology colleges was in response to the tremendous technology-based economic growth, a result of inward investment in Ireland over the past decade. Ireland recently adopted a new national qualifications framework encouraging working adults to re-enter the educational system and upgrade their skills. Tuffy said the need to bring these workers back into the educational system is acute because of a decline in the school age population (although Ireland has a younger work force than most industrialized nations) combined with a diminishing interest among young people in science and engineering programs. Hence, fewer are entering the pipeline for technology jobs. The educational trend in Ireland is that every element of learning should receive credentials. The system emphasizes access, transfer, and progression. Tuffy noted working to a greater extent directly with companies to train incumbent workers is a continuing struggle.

Michael Skolnik brought to the discussion the perspective of the Canadian system where the government has recently established procedures for community colleges to confer specific baccalaureate degrees, particularly applied degrees. Skolnik began his remarks by suggesting that if we concluded that the present degree structure is obsolete in the second session of the day, this discussion is like rearranging the deck chairs.

The question of whether to create community college baccalaureate degree programs cuts into the heart of the institutional identity, Skolnik said.

The question of whether to create community college baccalaureate degree programs cuts into the heart of the institutional identity, Skolnik said. There are two distinct rationales for community colleges offering baccalaureate degrees. First, access: Some argue that geographical distance can be an impediment to completion of four-year degree programs; rural areas have low completion rates compared to cities. Though students have the opportunity to transfer to a four-year college, most in fact do not. In British Columbia, for example, the decision to "upscale" the community college has increased the number of university graduates.

The second rationale is the critical need in industry for people with more advanced, applied technical training than two-year community college degrees. Universities are not providing this. There is no mapping between community colleges and universities, thus you can increase the level of learning at

community colleges and not duplicate. There is a lot to learn from Europe in this arena where applied degrees garner a lot of respect and remain consistent with community college mission. In Canada, the government recognizes this gap and created a board to establish procedures whereby community colleges can apply for accreditation to award specific baccalaureate degrees.

Anthony Carnevale, from the Educational Testing Service, brought to bear the demographic and economic data driving the debate for a larger pool of degreed workers. From 1970 to 1983, the value of a college education declined by half as the baby-boomer generation with its relatively high educational levels joined the workforce, boosting the supply college graduates and pushing down the wage premium. The 1983 recession and resulting restructured economy, however, weakened unions (through massive layoffs) and increased the value of education because higher skills were needed to run the machines that replaced lower-skilled workers. After 1983, even though there were a greater number of educated workers, the wage premium between high school and those with "some college" doubled. Carnevale noted that the shift in value of skill happened very rapidly, especially in America because of workplace flexibility (it is easier to get hired and get fired). His essential point: The value of skills is high, is increasing rapidly, and is likely to continue to increase. Plus, we are about to retire baby boomers, thus we will be 20 million or so "some college" workers short, he said. The implication favors increasing the skill levels of the emerging workforce however possible.

According to Carnvale, the value of skills is high, is increasing rapidly, and is likely to continue to increase.

The risk for community colleges in offering baccalaureate degrees, according to **Katherine Boswell** of the Educational Policy Commission (created 35 years ago by the Governors as a national clearinghouse on education), is nothing less than losing the culture of open access and responsiveness to community needs that makes them what they are today. Boswell's concern is that the university culture that rewards research over teaching and theory over practice will prevail, if community colleges move up the educational food chain. "It's strong," she said, "and very difficult to fight against." The drive toward this culture stems more from pride than need.

Boswell's concern is that the university culture that rewards research over teaching and theory over practice will prevail, if community colleges move up the educational food chain.

However, Boswell recognizes that there is a public policy interest in four-year applied baccalaureate degrees. In Arizona, she said, the legislature authorized colleges to grant baccalaureates but the Governor vetoed it. "Why," she said, "are we letting universities off the hook?" University presidents

say there are no rewards for, and they cannot get faculty interested in applied baccalaureate degrees—perhaps we need to provide the rewards, she suggested. Still, community colleges are going to change, Boswell said. The more connected community colleges are to the community the stronger the institutions will be.

Audience Discussion and Responses

Question: What are the tensions between awarding baccalaureate degrees and keeping a community college focused on its current mission? If community colleges move toward offering baccalaureate degrees are they writing off other missions?

Responses: While advocates of the movement say it's just one more tool to help students, policies might suggest otherwise. In Ireland there is a threat to "upscale"; many want the institutes of technology to become universities because that is where personal prestige can be gained. At the same time Ireland is experiencing more reverse articulation, with university dropouts entering Institutes of Technology (Tuffy).

The difference in the U.S. is less a story of two-year vs. four-year programs and more about the degree of workforce focus (Carnevale).

Comment: Even though community colleges are usually viewed as being able to be all things to all people and have a history of managing multiple missions, the introduction of baccalaureate program seems to pose a unique threat because it is such a fundamental change and could quickly overshadow traditional roles. In the evolution of education we may eventually be headed for the elimination of two-year colleges in the U.S. (Carnevale). The audience speculated about the nature of the shift with the possibilities of six-year high schools (thus eliminating community colleges altogether), or perhaps, since many view the last two years of high school as wasted, two-year high schools.

Concluding Remarks: In the end, the panelists and audience members mainly stressed that access and open door policies should be preserved above all, as well as a need to continue community colleges' commitments to respond to the local community and economy.

Benchmark Practice Breakout Sessions

Focus: Cultivating Rural Economies

Many less rural and less populated regions are grappling with declining employment in agriculture, decreasingly competitive manufacturing economies compared to developing countries, and weak transportation and communications infrastructures. In addition, many of the most educated young people are leaving for the employment opportunities and amenities of larger cities. In rural regions, community and technical colleges face multiple challenges. They must provide for a range of interests for students while also helping create, attract and support businesses that will sustain a strong regional economy

Greg Rutherford, Haywood Community College, North Carolina
Building entrepreneurial skills training into every part of community college curriculum

Haywood Community College, located in the western mountains of North Carolina, runs its Entrepreneurial Learning Initiative with the goal of eventually integrating entrepreneurial skills and perspectives into all of its programs. The closure of several large local employers jump started the initiative about a decade ago. The first program the college re-engineered was crafts production. "It's not enough to be an artisan, you have to know how to market too," Rutherford said.

Rutherford noted that the root of the rural economy has long been entrepreneurial; farmers make technology, sales, and marketing decisions.

Haywood promotes the tenets of the new workplace in its programs: global, technology-driven, dynamic and diverse, entrepreneurial, and team- and service-oriented. Rutherford noted that the root of the rural economy has long been entrepreneurial; farmers make technology, sales, and marketing decisions. With the impact of the factory, people gained greater security in their employment but lost the entrepreneurial perspective on career life. With the new economy, entrepreneurial necessity is again more commonplace.

Rutherford outlined the entrepreneurial skill sets the college teaches and discussed how Haywood implemented the initiative.

Wolfgang Kremser, Fachhochschule Vorarlberg GmbH, Austria
Supporting an advanced industrial base

The Vorarlberg region in mountainous western Austria is located in the heart of Europe but is very rural. At the same time, it is the most industrialized region in Austria. Vorarlberg has only four percent of the Austria's population but eight percent of its exports. They never had labor unions, and there are no universities in the area. The structure of their education system has been primary, secondary, apprenticeships/ vocational colleges, advanced secondary schools/colleges, and now Fachhochschule. Two concerns in the region are a decline in apprenticeships and the out-migration of youth.

The goal of the Fachhochschule, which offers a range of postsecondary degrees (through post-graduate), is to provide higher education through science and technology. It is a university of applied science with a stated mission to be a partner for business and has very close links to the region's business community. The school offers a broad-based education with strong emphases on R&D and social skills. Students must complete at least ten projects with industry, including case studies in their second semester, working directly with business in their third, and completing actual industry projects in their fourth. Increasingly, instructors have shifted from a teaching to a coaching mode. Kremser further discussed how the schools serve business.

Fachhochschule students must complete at least ten projects with industry, including case studies in their second semester, working directly with business in their third, and completing actual industry projects in their fourth.

Henrik Oelund, Technical College of Jutland, Denmark
Developing entrepreneurs and encouraging young start-ups

The college, located in Hadsden (population 7,000) has a philosophy that is very much like Haywood's. It uses the enterprise scenario model as much as possible. With a focus on entrepreneurship, the school can help businesses expand. The college Oelund represents is not a local college, but has dormitories and draws students from across Denmark. The region's unemployment rate is between four and five percent, its youth population is low, and there is, at present, a decline in entrepreneurial activity.

Oelund outlined how they helped local retail and industry associations come together and agree that they need to attract new people to the area. He explained the Joint Association's budget and entrepreneurial focus. The association sponsors evening cafes (three hours per week for eight weeks), annual entrepreneurial weekends, and offers free consulting for

potential entrepreneurs. The college has 24 students presently active in the post start-up consulting phase; that is, these students have already begun their businesses.

Focus: Meeting the Needs of Inner City Economies

Sheldon Friedland, Kingsborough Community College, Brooklyn, New York
Virtual Enterprises as a tool to engage students

Kingsborough Community College (KCC) is located in Brooklyn, New York and serves a very diverse and often poor student population. Friedland described the college's travel and tourism programs which have grown rapidly because of an expanding labor market. But after years of success, the industries began to report back that the level of skills the graduates was declining. In 1994, the Board of Education traveled to Austria to observe an innovative system of Virtual Enterprises (part of a European network of practice firms) at business (commercial) colleges that trade with each other as a means of teaching students entrepreneurship and management skills in a business context. The New York City Board of Education then provided funding to begin a virtual enterprise center at Kingsborough Community College and in New York City public high schools.

A recent evaluation of the Virtual Enterprise program documents its successes in engaging students and increasing retention. Students devote more time to the course and show enthusiasm about the enterprise experience. To help document the skill attainment associated with students' development, KCC is partnering with Johns Hopkins University to apply career transcripts, a growing document that shows an individual's accrual of skills.

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Lea Campbell, Baton Rouge Community College, Louisiana
Customized technical training for public assistance recipients

Baton Rouge Community College, a relatively new institution in Louisiana, recognized a need to work with low-wage employees to help them move to better jobs . The college is tapping into a state initiative that provides intensive counseling, tuition reimbursement and services such as transportation and child care assistance to individuals coming off public assistance and moving into the workplace. The five components of customized basic/technical skills training program are

1) Employment action plans scheduling learners into "fast track training."
2) Basic skills instruction tied to technical skill training and workplace requirements.
3) Technical skill training leading to portable credential and employment.
4) Support services of childcare and transportation provided, to complete the employment action plan.
5) Customized training with resume/portfolio and employer connections for exiting learners.

A large focus of what they do is working with employers to identify career ladders for low-wage workers. For the program's website go to www.theltc.net/tanf/default.htm.

Linda McTavish, Principal, Anniesland College, Scotland

Anniesland College, Linda McTavish told the audience, is moving away from centralized learning toward learning hubs. By thinking globally and acting locally, the college will contribute to the creation and maintenance of world class skills and knowledge in Scotland. It provides local access to learning and falls under national performance standards. The college uses information technologies to extract the maximum advantage, not to replace other methods; McTavish feels technology-supported learning is still in an emerging stage. Partnerships, such as the Trans-Atlantic Training and Technology Alliance, are important.

Anniesland College is moving away from centralized learning toward learning hubs. By thinking globally and acting locally, the college will contribute to the creation and maintenance of world class skills and knowledge in Scotland.

She gave a few examples of college programs. For instance, they have a program with the Prince's Trust to work with disadvantaged youngsters and blue chip-company partners put them on a managerial track. In another program, the school works with a union, which serves as a trusted intermediary in identifying people who need literacy learning. In local authority housing communities, the school puts learning centers into the neighborhood, not by following a blueprint but by looking at the community's strengths and needs. She outlined examples of a few of these communities. In one town, for instance, they have built a strong health project and stress ways to celebrate learners' successes.

Focus: Colleges and Industry Clusters

All over the world, governments are beginning to organize their development efforts around the industrial concentrations in their economies, which are commonly called clusters. A cluster is a geographically bound critical mass of companies and organizations that bear some type of systemic relationship to one another. Experience has shown that nothing is more important to the development and success of clusters than the presence of specialized labor markets and a system that delivers workplace education and training that meets their needs.

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Christie Prout, Program/Technology Manager, Alabama Southern Community College

Prout described the college's role in the Alabama Technology Network (ATN) and its special expertise in the chemical and pulp processing cluster in Alabama. The ATN is comprised of ten technology centers at community colleges and universities across the state, with the mission of facilitating workforce development and technology transfer for Alabama's businesses. The network works in partnership with regional industry and universities, as well as the "home" community college, and is funded through federal, state, and local funds, plus businesses' fees. Successes include major grants from NSF and USDA and the development of a world-class pulp, paper, and chemical processes training laboratory, which houses eight curricula modules and supports students through internships and scholarships. ATN has a high rate of employment and a relatively low dropout rate. Specific benefits to industry, students, and the other partners can be great if partnerships are sustained.

Kathleen Mix, Associate Dean of the Delgado Community College "Community Outreach" Division

Part of the Louisiana Incumbent Worker Initiative focuses on the maritime industry cluster, with $50 million allocated per year, and 7,000 workers trained thus far at Delgado. Forty-three companies are involved, and a large number of companies in various industries participate in the incumbent worker grant program at Delgado. Mix says Delgado takes customized approaches to funding, listening to what companies want. She outlined the contributions of the company, the training provider, and the Department of Labor, and stressed that successful workforce training is need-driven, customized,

and results-oriented. Positive outcomes lie in current curriculum, quality instruction, credentials, improved facilities, and industry collaboration.

Don Benjamin, Dean of Instruction for Applied Science and Technologies for Itawamba Community College

Benjamin discussed Itawamba's role in supporting Northeast Mississippi's furniture industry cluster. The industry is about 50 years old and was sparked by mass production processes and new enterprises begun by employees of Futorian Furniture, who honed their skills there. The community college has designed two main programs to serve the cluster: the Furniture Technology Program and the Automated Furniture Manufacturing Center. The former focuses on providing technicians to furniture manufacturers in order to help them become more competitive; the latter focuses on customized training, serves as an R&D center and as a demonstration center for automated equipment. Benjamin discussed current trends and issues affecting the cluster such as reorganization, trade laws, companies moving out of the U.S., and changes in manufacturing processes, as well as how the programs at ICC are dealing with these challenges.

Itawamba Community College has designed two main programs to serve the local furniture industry cluster: the Furniture Technology Program and the Automated Furniture Manufacturing Center.

AGENDA

New Orleans Jam Session: An International Dialogue

on

Community Colleges in a Changing World

Fairmont New Orleans Hotel, New Orleans, Louisiana

January 8-9, 2002

Tuesday, January 8

8:30 am ***Welcome***
Dr. Terence Kelly, Chancellor, Delgado Community College

8:45 am ***I. Responding to the new competition***

Moderator: *Phyllis Eisen*, National Association of Manufacturers
Edward Prosser, Director, University for Industry, London, UK
Hanne Shapiro, Manager, Competence and IT, Danish Technological Institute
Tom Bailey, Executive Director, Community College Research Center, NYC
Peter Joyce, Workforce Development Manager, Cisco Systems, Inc.

10:10 am ***Break***

10:40 am ***II. Facilitating Learning and Innovation***

Moderator: *Evelyn Ganzglass*, National Governors' Association
Kris Kimel, President, Kentucky Science and Technology Council
Roland Østerlund, General Director Ministry of Education, Denmark
Gavin Dykes, Head of Business Management and IT, NESCOT, United Kingdom
Ken Breeden, Commissioner, Georgia Department of Technical & Adult Education

12:00 pm ***Conference Lunch***

1:30 pm ***III. Increasing diversity among learners***

Moderator: *Keith Bird*, Chancellor, Kentucky Community & Tech. College System
Linda MacTavish, President, Anniesland College, Glasgow, UK

Badi Foster, President, Phelps Stokes Fund
Deidra Lewis, Vice Chancellor, Chicago Community College System
Bruce Leslie, Chancellor, Houston Community College System

3:00 pm ***Break***

3:30 pm ***IV. Raising the Bar to Meet Rising Aspirations***

Moderator: *Greg O'Brien*, Chancellor, University of New Orleans
Eamon Tuffy, Institute of Technology-Tallaght, Dublin
Michael Skolnik, William G. Davis Chair in Community College Leadership, Ontario Institute for Studies in Education, Canada
Anthony Carnevale, Vice President, Educational Testing Service, DC
Katherine Boswell, Director, Center of Community College policy, Education Commission of the States, Denver

5:00 pm ***Adjourn***

Wednesday, January 9

8:30 am ***Benchmark Practices Workshops***

- Linking programs to industry clusters
  Alabama Southern Community College, Mississippi
  Itawamba Community College, Mississippi
  Delgado Community College, Louisiana

- Meeting needs of inner city economies
  Anniesland College, Scotland
  Kingsborough Community College, Brooklyn
  Baton Rouge Community College, Louisiana

- Cultivating rural economies
  Haywood Community College, North Carolina
  Fachhochschuloe Vorarlberg GmbH, Austria
  Technical College of Jutland, Denmark

10:00 am ***Break***

10:30 am ***Repeat workshops***

12:00 pm ***Adjourn***

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